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Introduction

In 2016 the Ontario government commissioned a report entitled, “Building the Workforce of Tomorrow: A Shared Responsibility”. Developed by the five members of the Premier's Highly Skilled Workforce Expert Panel, the report argues the necessity of targeted partnerships among government, industry, and post-secondary sectors in order (a) to successfully prepare PSE students for the workplace; and (b) to address a growing "skills gap" in growth sectors. Amidst the report's many recommendations, six in particular may give pause to Trent University, especially given the institution's traditional commitment to education in the liberal arts and sciences as opposed to preparation for future employment. These specific recommendations, to be implemented over the next three years, are as follows.

1. That universities will expand opportunities for experiential learning (EL), with the goal that **every** student will have had at least one EL experience by the time of graduation;
2. That all post-secondary institutions should allow and recognize longer (8-12 months) co-op placements;
3. That the Ministry of Advanced Education and Skills Development should identify promising practices for the teaching of the competencies that are necessary for the current and future economy such as problem solving, team work, and entrepreneurial spirit across curricular and extra-curricular learning opportunities, including through the arts, sport, math, and science;
4. That universities, colleges, and private career colleges should look at ways to shift focus to needed skills and competencies in order to address the "skills gap" in growth sectors;
5. That metrics and targets be developed to measure learning outcomes, such as the development of competencies in PSE students, in order to increase the employment "readiness" of graduates;
6. That metrics and targets be developed to measure, in general, Employer and PSE partnerships, and, in particular, the rate of entrepreneurship (number of new businesses, new growth-oriented enterprises formed, number of self-employed individuals, etc.).

Taken in conjunction with the government's implementation of new Strategic Mandate Agreements for universities, and with the development of a new PSE funding model in Ontario, “Building the Workforce of Tomorrow” clearly signals new and challenging performance indicators for Ontario's universities. How many EL opportunities do institutions provide? For example, how many co-operative education programs, community service learning opportunities, work/study opportunities, field placements, community-based research opportunities, laboratory experiences, etc. are offered? How well prepared are students for the workplace? How many students successfully find jobs? How many measurable skills and competencies do students have? These are the new metrics, the new questions facing universities across the province.

These are also the questions that PSE students increasingly ask, first, when they decide which university to attend, and, last, when they evaluate how well their chosen university has

performed. It is a sobering fact, then, that in the 2013 “Trent University Alumni and Friends Survey”, 35% of younger alumni survey respondents felt that the university had not adequately prepared them for life after university. And, in the January 2015 “Acceptance Declined Survey” conducted by Academica Group for Trent, overall survey respondents (n=492) indicated that ‘The school I am attending offers better opportunities for co-op work placements’ as the number three reason for not attending Trent and for choosing another university. This followed number one relating to program reputation and number two that Trent was not the student’s first choice. In addition, in the “Trent University, University/College Applicant Study 2015” by Academica Group, respondents’ primary reason for applying to postsecondary education was, ‘To prepare to enter my chosen career’ (76%). This was followed by ‘To increase my knowledge and understanding of an academic field’ (70%) and ‘To explore options for my future’ (69%).

And yet in the authors' interviews with student leaders and Career Centre staff at Trent, we consistently heard of the limited student engagement with career-related services, programs, and events that exist on the two Trent campuses. How then does a university increase student engagement, improve career education, and successfully respond to increased governmental scrutiny and intensified metrics of accountability, all the while expanding EL opportunities across the campus?

Within the contexts of these paradigmatic shifts in Ontario's post-secondary sector, Trent University commissioned a review on Career Services, Co-op and Experiential Learning at the university in November 2016. The reviewers were asked to provide a frank assessment of existing strengths and weaknesses and to make appropriate recommendations to address current challenges and potential opportunities.

Approach and Methodology

The reviewers utilized a multi-faceted approach In the process of conducting this review which is outlined below:

- An introductory email was sent to all university staff and faculty by Dr. Leo Groarke, President, Trent University, introducing the review, identifying the two reviewers, outlining the mandate, and inviting submissions and/or requests to meet with the reviewers.
- A comprehensive self-study report (Career Services Review) was prepared by Waleska Vernon, Director, Student Transitions and Careers.
- On-site visits were held at three institutions to review models of service delivery and organizational structure. These included Wilfrid Laurier University, Queen’s University and Fleming College.
- Data was reviewed from the 2017 Canadian Education & Research Institute for Counselling (CERIC) report, “Insight into Canadian Post-secondary Career Service Models”, conducted by PSE Information Systems; the “2015 Trent University University/College Applicant Study” conducted by Academica Group; the “Trent University Acceptance Declined Survey Final

Report”, January 2015, by Academica Group, and the 2013 “Trent University Alumni and Friends Survey.”

- A conference call was conducted with Erin McGinn, Assistant Deputy Minister, Highly Skilled Workforce, Ministry of Advanced Education and Skills Development.
- Interviews were conducted with 56 individuals including staff, faculty, employers and alumni of Trent University.

Contextual Overview

Institutional Strengths

In many ways, Trent University is well poised to respond to Ontario's prioritization of Experiential Learning, as well as to Industry's need for a highly skilled and critically-minded workforce. Trent's traditions of interdisciplinary, critical thinking, and commitment to social justice work together to produce unique graduates who are well-rounded, socially engaged, and intellectually curious. Trent has a long history of providing curricular based EL opportunities to a wide variety of students through a diverse set of offerings. Trent students can apply for NSERC Undergraduate Student Awards, NSERC Industrial postgraduate scholarships and the OCE/MITACS fellowship and internship programs which facilitate student research. Students can also learn experientially in field placements and practica, undergraduate internships, field classes and service learning, international internships in Ghana, Ecuador, or China, community based research placements, internships in local businesses and organizations, entrepreneurship training in the FastStart program, and in mandatory practica for students in accredited programs.

On this last point, in 2016-17 alone Trent's School of Nursing placed just over 1734 students in professional practica, while the School of Education had approximately 260 students who each had 3 or 4 experiential placements in classrooms as well as alternate educational settings. (Social Work, as an accredited program, will eventually also have a number of mandatory field placements.) Trent's College system also offers students an EL opportunity to work in student leadership roles, to experience the realities of community self-governance in College cabinets, and to have hands-on experience of the nuances of group dynamics, teamwork, and citizenry. The university offers a small Career Centre currently housed in the Office of Student Affairs.

Trent's long-standing Community Based Education (CBE) programs are unique in Ontario and offer both undergraduate and graduate students the opportunity to work within a local community for academic credit. Students work usually in either Peterborough or Haliburton, performing either community-based research or helping to complete locally inspired projects. This not only provides students with experience in a chosen field (thereby enhancing their career readiness), it also forges partnerships and strengthens relationships between the University and local businesses, non-profit organizations, and municipalities. The Trent Community Research Centre (TCRC) in Peterborough and the U-Links Centre for Community Based Research in Haliburton offer students EL opportunities across the faculties of Humanities,

Social Sciences, and Sciences. In the 2016-2017 academic year alone, there were 90 plus students with some form of Community-Based Research experience through the TCRC and ULinks and an additional 200 who had a short service learning experience.

Many of Trent's academic departments have also developed their own field placements and internships wherein students receive academic credit for experiential learning projects that are undertaken as part of their regular course. EL options exist in departments such as Archeology, Biology, Business, Child and Youth Studies, Conservation Biology, English, Environmental Resource Sciences or Studies, Forensics, Geography, Health Sciences, International Development Studies, Medical Sciences, Political Studies, Psychology, Sociology, and Sustainable Agriculture and Food Sciences. In addition, there are currently fledgling co-op programs under development in Computing and Information Systems and in Conservation Biology, and Sustainability Studies. On the graduate level plans are underway for internship components in one year professional Masters degrees in Forensics Science, Instrumental Analysis, Environmental Monitoring & Assessment, Management, and Mental Health & Addictions Nursing.

There is clear evidence that Trent University has both the will and the momentum to expand its current EL offerings in order to address government priorities, student demand, and employers' needs. There are strong supporters in the Peterborough and Trent communities (especially among members of the Trent Business Council and the Innovation Cluster) who would welcome a robust co-op program. There is a notable number of student, staff, and faculty champions within the institution who have implemented innovative EL projects. Last, but certainly not least, there is a palpable enthusiasm for EL among both members of the senior administration and the staff of various academic and non-academic departments.

The authors of this report, however, were continually struck by three facets of Trent's current positioning in the areas of Experiential Learning.

On one hand there is an enviable diversity and depth of experiential learning opportunities at Trent. Virtually any student in any discipline at any level has the option of an EL experience at Trent. This is a tremendous advantage.

But on the other hand, there seems to be a culture of 'ad hockery' at Trent in that there is no unifying organization of these various individual activities. In a sense, there are multiple excellent EL silos at Trent University, but no central coherence. A case in point is the apparent disconnect between the TCRC and U-Links in Haliburton. Each unit provides students with a superb opportunity, but neither unit reports formally either to each other or to a senior Trent supervisor. No one at Trent University is in charge of two of its most impressive EL programs. Similarly, there are only a finite number of tenured faculty members in disparate departments who have EL components in their courses, but they are already working at full capacity and do not have any coordinated support. This decentralization has a number of major negative results throughout both Trent campuses: there is a wasteful duplication of resources in multiple

locations; each new EL initiative, in the absence of a central coordinating unit, must unnecessarily 'reinvent the wheel'; there is no formal coordination with the Office of the Registrar which, in turn, leads to incomplete reportable data--a decided liability in the current atmosphere of increased PSE accountability.

In short, with the exception of the professional schools and in the absence of co-operative education programs, the actual number of students engaged in experiential learning and the magnitude of these diverse activities are exceedingly small.

If Trent is to successfully compete for students in the current political climate, it must give serious consideration not simply to expanding opportunities for students, but to increasing the number of its students who participate in various forms of Experiential Learning.

What now follows is an analysis of the challenges that must be addressed, as well as the opportunities that need to be grasped if Trent is to achieve these twin goals.

Institutional Challenges

Trent University has developed an enviable diversity of EL offerings, has a number of strong community partnerships, and supports an existing Career Centre. Nonetheless, there are challenges. There are frustrations within the local employer community over the lack of one clear point of contact within the University, as well as with the absence of well-established procedures and processes to hire a student or graduate. If, for example, a company new to Peterborough or Durham (let alone from the GTA) wishes to recruit a Trent student, there is confusion from the outset about whom to contact at Trent – the Career Centre or a professor or a departmental Chair or a faculty Dean, or none of the above? In this hypothetical scenario an employer must be 'in the know' about whom to call at Trent if they want to recruit successfully; there are no clear procedures. Conversely, if a Trent student wishes to have a work experience such as a paid internship, do they ask advice from a professor or an academic advisor or a College Head, or a career counsellor--none of whom oversee any kind of work experience program? At this point in time, the majority of Trent students must find their own paid placement without institutional support and then seek approval from their department and/or faculty. The present situation is sub-optimal at best, a frustration at the very least; but, once Trent's Research Park is established and employers wish to recruit student interns, summer and part-time employees and graduates, it will become a major liability.

Trent University currently has a Career Centre with dedicated staff who are housed within the much larger portfolio of Student Affairs. However, it has a vacant Director position and only three staff members based in Peterborough, all of whom are employed on renewable limited term appointments and do not work during the summer months (one career counsellor, one career resource advisor, and one coordinator of employer and recruiter relations who is also responsible for Technology and Employer outreach). In addition, an experiential education coordinator is employed in the unit but the functional responsibilities of that position are

unclear. In Durham the situation is more dire. There is currently only one academic advisor (who also does double duty as a career advisor conducting only 30 appointments related to career issues last year); only one part-time staff member responsible for employer outreach for the one existing internship program on the campus (Business); and there seems to be little communication or coordination between the Career Centre staff on the two campuses. In both locations there are severely limited budgets. This lack of appropriate resources has resulted in a number of limitations as to what the unit can accomplish while remaining within its means.

The limited number of Career Centre staff have tried to reach out to students and faculty, have organized job fairs, have an email update newsletter, and conduct workshops and appointments. However, the small size of the unit has resulted in an inevitable disconnect between many academic departments and the Career Centre; there is little to no capacity to create highly-visible advertising materials; and there are only a few employer outreach opportunities for students or employers in either Peterborough or Durham. There are very few professional development opportunities for staff to stay abreast of the most recent developments in career education (e.g., how to prepare STEM students for technical interviews). Moreover, the Career Centre in Peterborough is housed in a non-central, low traffic area, and students currently have a three week wait time for appointments. The Career Centre is fractured between Durham and Peterborough, is under-staffed and under-resourced.

The challenge for Trent University, then, is to provide an appropriately resourced, single point of contact, within the university wherein all forms of career education, employer services and experiential learning can be coordinated on both campuses. Within this structure, governmental demands for accountable data can be met, and support can be provided for departmental curricular practices involving experiential learning. Well defined procedures and processes can also be established for external and internal stakeholders (for students to learn about and access services, for faculty to avoid duplicating resources, for mitigating risk, for marketing a single identifiable EL brand, for alumni to be engaged at Trent through networking and other career-related programs, for employers to be able to connect with appropriate individuals at Trent to meet their recruiting needs). Trent already has in place well-established mechanisms in particular courses and faculties, but these mechanisms can and should be built upon and improved by the creation of a central unit that oversees and facilitates all EL opportunities.

Opportunities

One of Trent's distinguishing features is its College system; another is its strong foundations in the interdisciplinary Humanities, Social Sciences and Sciences. Both features speak to a system of education that prides itself on its multiple yet unique learning communities, the principles of critical inquiry and social justice, and above all else its grounding in the ideals of a liberal education. The Durham campus, very much like a College, has its own distinctive student body grounded in the local community. The authors of this review believe that Trent University can

maximize its distinctive traits to meet--and indeed satisfy--the demands of students, alumni, employers, faculty, and government.

Obviously, on one hand, the authors recognize the need to provide a centralized point of contact for both students and employers. This would create a much needed seamless interface between the University and employers; it would stop the duplication of meagre resources; and it would enable a coherent response to government metrics, student demand, and employer needs. On the other hand, however, we also recognize the educational value of the Colleges at Trent, the distinct character of the Durham campus, the importance of students' engagement in planning their own lives, the critical role of Trent's highly skilled academic advisors, and the responsibility of the institution to providing a top rate educational experience above all else.

To this end we suggest that Trent take the opportunity to establish a unique, interdisciplinary Career Education, Academic Advising & Experiential Learning unit. Such a unit would be housed ideally within the Provost's portfolio and would provide a continuation of current Academic Advising, an expanded form of Career Education and a coordinated point of contact for all forms of EL including Co-op. We recommend the creation of an Executive Director position that reports directly to the Provost and Vice-President Academic. The ED would have the mandate to build relationships with all faculty and students, integrate career education into the total fabric of Trent University, and oversee the centralized coordination of career education, academic advising, employer relations, and EL activities at both the Peterborough and Durham campuses.

Recommendations – Organizational Structure

In the current organizational structure at Trent, the Career Centre does not hold a prominent position as evidenced by inadequate resources, minimal staffing complement, lack of a visible location, and limited programming integration throughout the campus. While experiential learning opportunities do exist throughout the institution and co-operative education programs are being introduced, the institution's commitment to experiential learning is often not recognized due to the lack of a cohesive leadership, coordination and support structure.

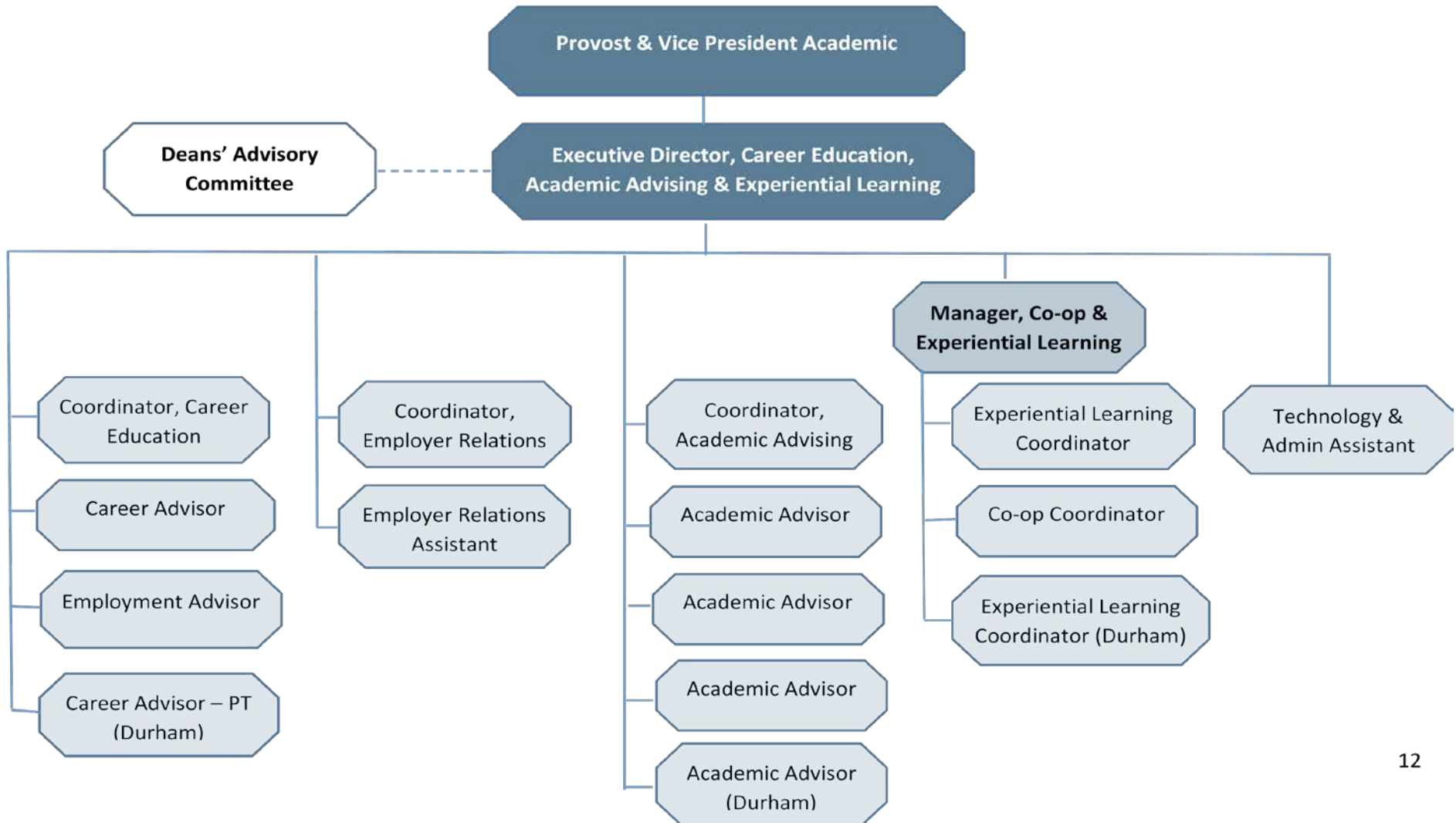
In reviewing a proposed organizational structure, the frequent connection between academic advising and career education was identified. Envisioning a structure which integrates these two units, while retaining their unique identities, would result in more collaborative programming and resource development, facilitate referrals, better address the educational and career planning needs of students, and enable cross-functional professional development opportunities for staff. To this end we strongly urge that while academic advisors retain their individual college offices for meeting and advising students, we recommend that they be administratively housed in a new interdisciplinary unit described below. In addition while this new unit can maintain the important work of the current Career Centre, it can also begin the expanded function of developing and coordinating a new interdisciplinary approach to career education and academic advising.

We recommend that a Career Education, Academic Advising & Experiential Learning unit be introduced, led by an Executive Director who would report to the Provost and Vice President Academic. This structure will position Career Education and Experiential Learning more prominently, integrate programming and support in both curricular and co-curricular contexts, strengthen expansion and delivery of experiential learning programming inclusive of cooperative education, support and build strong partnerships with employers and the broader community, and address the needs of students at all campus locations.

To ensure the needs of the academic community are met, a Deans' Advisory Council would be established to which the Executive Director would also be accountable. An increase of 6 FTE staff positions is being proposed beyond the existing staff complement although two of the additional staff positions (Employer Relations Assistant and Co-op Co-ordinator) could be introduced in stages dependent on student demand and experiential learning program expansion. Included in the staff increase is a management position to provide leadership in the expansion and delivery of experiential learning programs.

In the new structure, staff involved in career education, academic advising and experiential learning on the Durham campus are more closely connected to the operation in Peterborough through direct reporting relationships to ensure consistent and comprehensive programming, and a professional network for support and development.

Career Education, Academic Advising & Experiential Learning



Position Descriptions

Executive Director – Accountable for providing institutional leadership in the delivery of comprehensive career education, academic advising and experiential learning programs and services within the University community. This role involves establishing strategic direction, the development of partnerships and collaborative efforts within the institution, relationship development with the public sector and corporate employer community on a local, provincial and national level, program development, research and operational management.

Career Education Unit

Coordinator, Career Education – Provides functional leadership for the development and delivery of career planning and job search programs to meet the needs of students and alumni. This includes individual appointments, workshop delivery, other career-related events such as career panels, the integration of career development programming in academic courses, a career resource centre, internally-developed resources, and collaboration with the academic advisors. The Coordinator will have a master's degree in a related field and have experience in administering and interpreting assessment instruments used in career development. The Coordinator provides direct service in this role and is employed throughout the year.

Within the Career Education unit are Career Advisors who assist students in self-assessment and career decision-making and an Employment Advisor whose work focusses on job search strategies and employment preparation. Depending on demand for service, these positions may be subject to summer layoff periods to be determined by the Executive Director.

Employer Relations Unit

Coordinator, Employer Relations – Provides functional leadership for relationship development and management with the local, provincial and national employer communities to facilitate the connection between Trent students/alumni and potential employers. The Coordinator is accountable for the development and delivery of programs and services to assist employers in their recruiting efforts for full-time (graduating students and alumni), summer, and part-time employees. The Coordinator plans employer events, Career/Job Fairs, seeks out opportunities for employers to be engaged throughout the campus, and acts a resource to staff and faculty involved in experiential learning in their efforts to secure experiential opportunities with employers. This is a 12-month continuing position.

As employer recruitment activity increases, it is anticipated that an Employer Relations Assistant will be required to provide administrative assistance in the coordination of employer activities on the campus (e.g., job postings, interviews and recruiting sessions).

Academic Advising Unit

Coordinator, Academic Advising –The responsibilities and staff complement within the unit remain unchanged with the exception of the appointment of one of the Academic Advisors as a

Coordinator to provide functional leadership in the delivery of advising services and strengthen collaboration with the career education unit.

Co-op & Experiential Learning

Manager, Co-op & Experiential Learning – Manages the introduction and delivery of cooperative education and other experiential learning programs in conjunction with the Executive Director, academic departments and individual faculty members. This involves assessing the feasibility of new programs; development of policies and operational processes; employer development and relationship management; student preparation for securing work terms, internships and practica; student preparation for the workplace; risk mitigation; monitoring and assessment practices; student records management and integration with the institutional student information system; and staffing and financial management.

Reporting to the Manager are a Co-op Coordinator who is responsible for employer marketing, student preparation and monitoring; and Experiential Learning Coordinators to support the work of faculty who offer experiential learning opportunities in their courses and/or departments. Hiring for the Co-op Coordinator role would be dependent on the introduction and expansion of co-op programs at Trent

All positions in this unit are 12-month continuing positions.

Technology and Administrative Support

Technology and Administrative Assistant – Key responsibility for the Orbis technology platform which supports all unit functions including job postings, applications and interview scheduling; appointment scheduling; event management; student records; and employer records. The Assistant also provides administrative assistance to the Executive Director and other members of the leadership team as required. This is a 12-month continuing position.

Recommendations – Unit Operations

In reviewing career services and experiential learning at Trent University, the following recommendations are being proposed to re-envision, create and strengthen a Career Education, Academic Advising & Experiential Learning unit. This initiative will contribute to a distinct educational experience for Trent University students by building on existing strengths and providing new opportunities.

1. Provision of career education, academic advising and experiential learning in a multicampus context through a centralized operational structure committed to distributed delivery of comprehensive services on each Trent campus. In this structure, consistent and high-quality services will be provided to the student, academic, and employer communities, regardless of location. Communication and employer relationship management will also be greatly enhanced through a centralized model.

2. Relocate the Career Education, Academic Advising & Experiential Learning unit to a hightraffic, central location such as the current Trent Central Student Association suite of offices upon completion of the new student centre. Increase available space to provide private offices for professional staff to address confidentiality issues, adequate workshop space, a career resource centre, central reception, interview rooms for employers which are also equipped for telephone/video interviews, and space for student staff.
3. Invest in the Orbis Outcome Experiential Learning technology to support unit operations and experiential learning programming throughout the campus. In addition to administrative functionality such as appointment bookings and event management, this will provide a centralized technology platform for student access to career and job-related information, to manage employer relationships, track student engagement, and provide accountability metrics. Responsibility for technology should be redirected from the former Coordinator, Employer and Recruiter Relations role to a newly-created position of Technology and Administrative Assistant.

This technology will, in combination with a strong web presence, provide a robust interface for all users including students and employers.

4. Develop a unit marketing/communications strategy including a comprehensive website, social media, print and electronic resources to establish a brand identity, and increase visibility and awareness of the breadth of programs and services with both internal and external stakeholders. In the course of the review, a lack of awareness of Career Centre programs and services was repeatedly articulated.
5. Increasing student engagement is an imperative. A needs assessment with both undergraduate and graduate students is recommended as a foundation for program planning. The introduction of a student advisory committee to offer opportunities for students to provide ongoing feedback is also recommended. This advisory committee should include undergraduate and graduate students, College representation, and representation from both campuses.
6. To create a unique identity for Trent that embraces student preparation for their future, introduce a mandatory career education course for credit through which students would engage in the career development process including one or more experiential learning opportunities. The course would generate revenue through the new provincial funding model and could be taken throughout the student's enrollment at Trent through a combination of online and in-person delivery.
7. Embed career education in academic courses by identifying competencies developed in the course through assignments, project work, presentations, etc. This enhances student learning and increases the student's ability to articulate skills developed. Similarly, content related to areas such as preparing for graduate education, resumé writing, personality type

and career exploration can often be incorporated based on the design of the syllabus and goals established by the instructor.

8. Develop career education programming for distinct groups such as international students, students with disabilities, aboriginal students, graduate students, first-year students, LGBTQ community, etc. to meet their specific needs. This involves establishing strong partnerships with departments who provide primary service to these students, targeted workshop programming, resource development, website content, and an in-person presence in spaces these students traditionally frequent.
9. To augment direct service provision in the Career Centre and to provide experiential learning opportunities for students, create a peer advisor program through which students are trained and supervised in the delivery of resumé writing and cover letter assistance, campus outreach activities for marketing, and can provide first-point-of-contact service for drop-in service delivery to students who visit the Career Centre.
10. Increase employer development activities to build relationships with potential employers in Peterborough, Durham Region and the GTA. Strengthen employer engagement throughout the Trent community by exploring ways to involve employers in the campus (e.g., speaking opportunities, sponsorships for student club activities, participation in career panels, etc.).
11. Expand opportunities for students to volunteer in the not-for-profit sector to gain experience, develop skills, clarify values, contribute to career decision-making and at the same time, provide their expertise to organizations to address needs in the community.

Explore the potential for a partnership with Fleming College and their students on this initiative which would result in shared program planning resources, would limit competition between institutions, and create a strong partnership between PSE and the community.

12. Strengthen existing on-campus employment opportunities for students and work/study positions to incorporate reflection on learning and skill development. Train student supervisors in identifying competencies required and strategies to engage students in the reflection process. This will enhance student learning and enable the inclusion of these opportunities for reporting purposes as experiential learning at Trent.
13. As Trent explores the introduction of co-operative education programs, ensure that program design is consistent with accreditation criteria and the definition established by the Canadian Association for Co-operative Education (see Appendix I). In so doing, Trent programs will be recognized as high-quality, will meet employer needs, and will maximize learning for students. Also of interest to co-op employers is that an Ontario provincial tax credit is available to them for hiring co-op students, but only if those students are enrolled in programs that meet accreditation criteria.

14. To augment learning for co-op students, many institutions offer a credit-based course in coop which addresses content such as establishing learning objectives, preparation for the job search, preparation for the workplace, and work term reports. As in recommendation 6, this course would also generate revenue through the provincial funding model.
15. Provide central support for all experiential learning programs on the campus which includes resources on program design, a co-op program feasibility study process, student preparedness (e.g., health and safety, employee rights, business ethics, professional behaviour, etc.), risk management, student reflection, employer relationship management, assessment and metrics.
16. Integrate the Trent Co-curricular Record and related programming within the Experiential Learning framework of the new unit. Introduce experiential learning theory and reflection practices into co-curricular experiences.
17. Invest in professional development opportunities for staff to stay abreast of current trends, expand professional knowledge, and network with colleagues to learn from and benchmark Trent's service delivery with those at other institutions.
18. While it is beyond the mandate of this review to make recommendations about the relationship between the Trent Community Research Centre and U-Links programs, these units offer superior experiential learning opportunities and should be associated either formally or informally with the new unit. This model of community-based research should be preserved and expanded to other communities such as Lindsay, Cobourg and Durham Region.
19. In the 2013 Trent University Alumni and Friends Survey, it was learned that 59% of younger alumni have an interest in job and career services. It is recommended that the Career Centre and Alumni Affairs continue their collaboration but also expand it into defined programs to meet the specific needs of alumni such as access to potential job opportunities, webinars on career and job-related topics, individual appointments, and event participation.
20. While the Ministry of Advanced Education and Skills Development (MAESD) has not confirmed a definition of experiential learning at this time, it is recommended that Trent adopt that definition once released to align itself with potential provincial funding opportunities for experiential learning and reporting requirements that are anticipated. Experiential learning funding has recently been announced by MAESD for both secondary and post-secondary institutions but program details are not yet available.

Conclusion

Throughout the review, it was evident that Trent faculty and staff have a strong commitment to students and their development. By strengthening, expanding and creating a more formal and

collaborative organizational structure among career education, academic advising and experiential learning, Trent will distinguish itself within the provincial post-secondary context.

This is an opportune time for Trent University to develop a unique learning environment for its students to be educated not only in their chosen disciplines, but to be engaged in career education as preparation for the next phase of their lives.

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Appendix I - Canadian Association for Co-operative Education Accreditation

From: <http://www.cafce.ca/accreditation.html>

Accreditation

What is CAFCE accreditation?

Members of the Canadian Association for Co-operative Education (CAFCE) first established criteria and a process for the accreditation of co-operative education programs (co-op) in 1979. Accreditation standards were developed to establish co-op as an educational strategy and to provide leadership in ensuring quality co-op programming.

Accreditation Council members from across Canada articulate and review accreditation measures as the needs of students, employers and institutions change. In order to qualify for accreditation, Coop programs must provide documentation demonstrating the following:

- structural criteria
- co-op in the institutional context
- institutional commitment criteria
- quality program delivery criteria
- monitoring and evaluation criteria

Maintaining accreditation criteria helps build quality into existing co-op programs and provides a benchmark for setting up new co-op programs.

Institutions seeking accreditation are eligible to apply once their first co-op class has graduated. A review team, consisting of three (3) members from separate institutions that offer co-operative education, evaluates the application and submits its recommendation to the Accreditation Council for their final approval. Programs maintain their accreditation status for a period of six (6) years.

Mentorship is available for those who are interested in becoming accredited. Please contact the CAFCE office to inquire.

NEW TO ACCREDITATION CRITERIA:

The following was approved at the CAFCE Annual Meeting October 29, 2015:

Whereby the total amount of coop work experience is normally at least 30% of the time spent in academic study, but for programs of two years or less, the total amount may be a minimum of 25%. For programs to meet the 25% requirement, a work term is defined as a minimum 12 weeks and/or 420 hours full-time, paid experience.

*The accreditation fee is \$500.00 per application. **Co-operative**

Education Definition

"Co operative Education Program" means a program which alternates periods of academic study with periods of work experience in appropriate fields of business, industry, government, social services and the professions in accordance with the following criteria:

- i. Each work term is developed in partnership with the employer and approved by the co-operative education program as a suitable learning environment;
- ii. The student is engaged in productive work for which the student receives remuneration;
- iii. The co-op curriculum supports student learning goals, personal evaluation and reflection;
- iv. The student's performance in the workplace is supervised and evaluated by the student's employer;
- v. The student's progress during their work term is monitored by the co-operative education program;
- vi. Both work and academic terms are full-time and follow a formalized sequence. The total amount of co-op work experience is normally at least 30% of the time spent in academic study. For programs of two years or less the total amount may be a minimum of 25%. A work term is defined as a minimum of 12 weeks and/or 420 hours full-time paid experience;
- vii. Co-op Programs begin and end on an academic term;
- viii. The student completing multiple work terms is normally exposed to the work environment during more than one season of the year.

*The Co-operative Education Definition criteria are intended for program design and reflect the Guiding Principles of the Canadian Association for Co-operative Education accreditation requirements.

CAFCE acknowledges and affirms the rights of students with disabilities to have equal access to co-operative education programming. Exceptions to the above will be supported to meet the duty to accommodate and ensure that all students have full and equal access of all human rights and fundamental freedoms.

Detailed CAFCE Accreditation Standards and Rationale are available at:

[http://www.cafce.ca/ Library/ documents/AC-ESR07.pdf](http://www.cafce.ca/Library/documents/AC-ESR07.pdf)